June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results,* adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 4

Test Date: March 2008
Code: 10551232
SAU: Edgecomb School Department
School: Edgecomb Eddy School

Contents of the Report

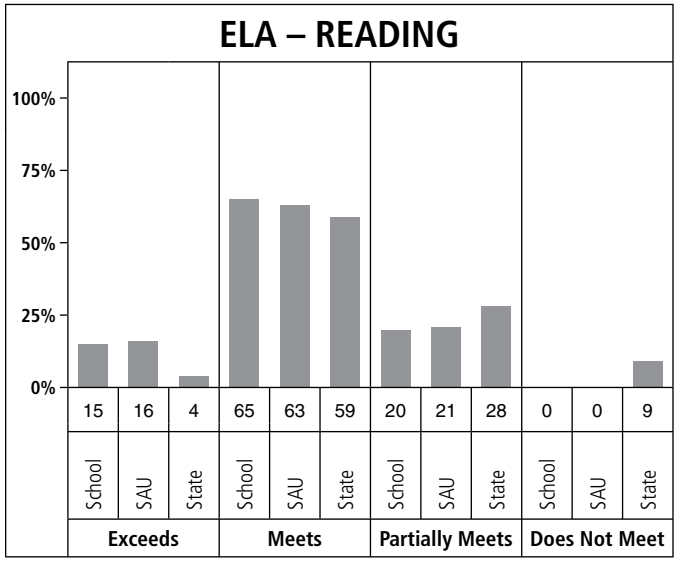
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

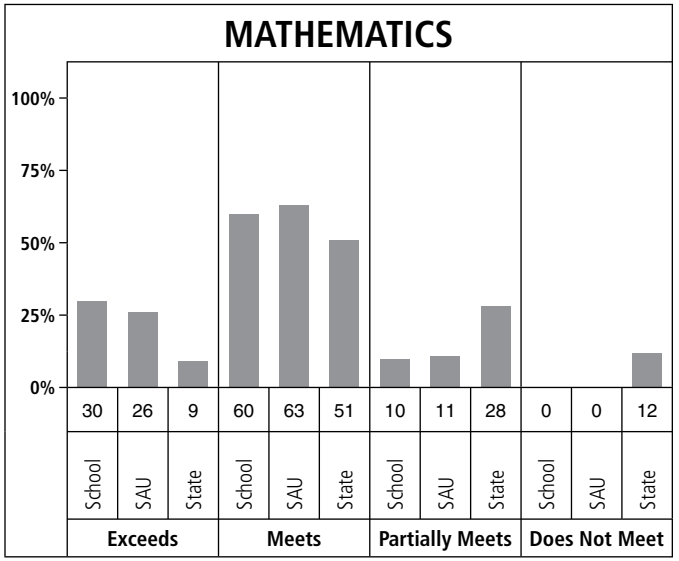
SUMMARY OF SCORES

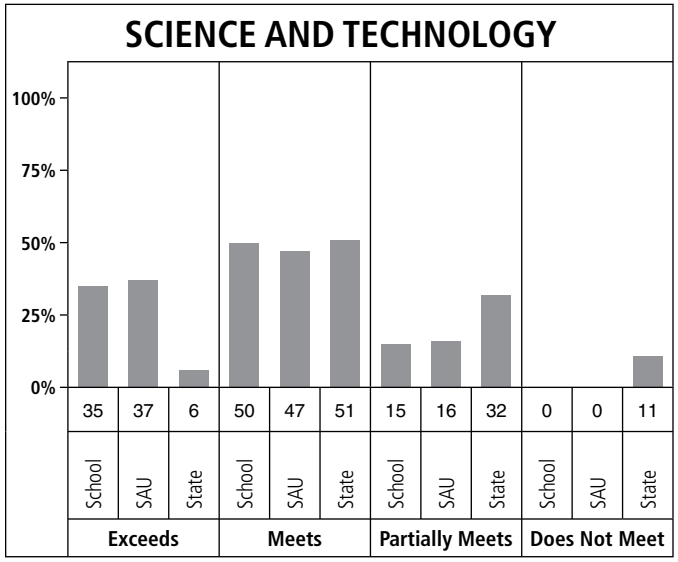
Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

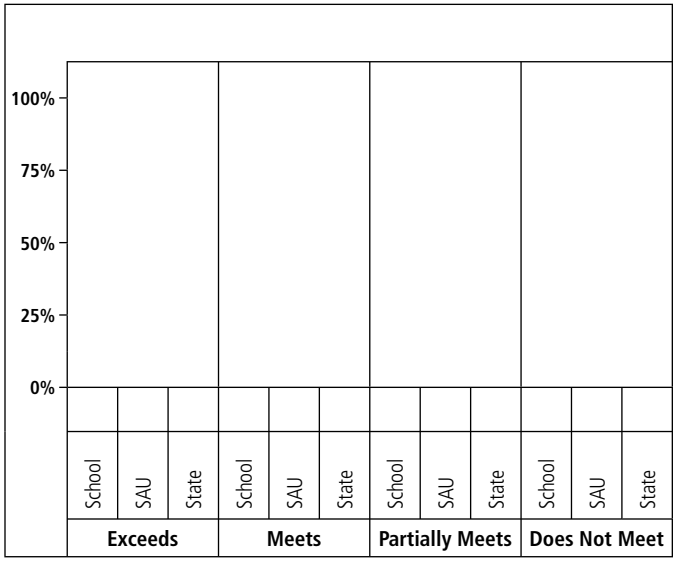
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	445	445	444
2006–2007	449	449	445
2007–2008	**451**	**451**	**445**
Cum. Avg.*	449	449	445
Mathematics			
2005–2006	451	452	444
2006–2007	453	453	445
2007–2008	**456**	**455**	**445**
Cum. Avg.*	454	454	445
Science & Technology			
2005–2006	453	452	444
2006–2007	454	454	444
2007–2008	**457**	**457**	**444**
Cum. Avg.*	456	455	444









*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

MEA
Maine Educational Assessment

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	20	100	19	100	14207	100	20	100	19	100	14181	100	20	100	19	100	14123	100	20	100	19	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	20	100	19	100	13282	93	20	100	19	100	13264	100	20	100	19	100	13205	100	20	100	19	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	3	15	3	16	2524	18	3	100	3	100	2514	100	3	100	3	100	2498	99	3	100	3	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	3	15	3	16	5587	39	3	100	3	100	5569	100	3	100	3	100	5538	99	3	100	3	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	18	90	17	89	10755	76	18	90	17	89	10730	76	18	90	17	89	10776	76						
Identified disability (PET/IEP)	1	6	1	6	375	3	1	6	1	6	374	3	1	6	1	6	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	2	10	2	11	3298	23	2	10	2	11	3267	23	2	10	2	11	3215	23						
Identified disability (PET/IEP)	2	100	2	100	2013	61	2	100	2	100	1998	61	2	100	2	100	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	0	0	1046	32	0	0	0	0	1023	31	0	0	0	0	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.
2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	**March 2008**
Grade:	**4**
SAU:	**Edgecomb School Department**
School:	**Edgecomb Eddy School**

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	0	0	601	4
	2006-2007	1	17	1	17	507	4
	2007-2008	**3**	**15**	**3**	**16**	**559**	**4**
	Cum. Total*	4	12	4	13	1667	4
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	5	71	4	67	7910	57
	2006-2007	5	83	5	83	8749	63
	2007-2008	**13**	**65**	**12**	**63**	**8308**	**59**
	Cum. Total*	23	70	21	68	24967	60
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	2	29	2	33	3970	29
	2006-2007	0	0	0	0	3467	25
	2007-2008	**4**	**20**	**4**	**21**	**3922**	**28**
	Cum. Total*	6	18	6	19	11359	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	0	0	0	0	1421	10
	2006-2007	0	0	0	0	1165	8
	2007-2008	**0**	**0**	**0**	**0**	**1264**	**9**
	Cum. Total*	0	0	0	0	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	34.5	71.9	34.4	71.7	29.7	61.9
Literary Text	**24**	**50**	17.9	74.6	17.9	74.6	15.5	64.6
Informational Text	**24**	**50**	16.6	69.2	16.5	68.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA–READING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	20	3	15	13	65	4	20	0	0	451	19	16	63	21	0	451	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	20	3	15	13	65	4	20	0	0	451	19	16	63	21	0	451	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	3										3						2388	0	29	44	26	437
No	17	3	18	11	65	3	18	0	0	452	16	19	63	19	0	452	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	20	3	15	13	65	4	20	0	0	451	19	16	63	21	0	451	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	3										3						5502	1	47	37	14	441
No	17	3	18	12	71	2	12	0	0	453	16	19	69	13	0	453	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	20	3	15	13	65	4	20	0	0	451	19	16	63	21	0	451	14048	4	59	28	9	445
Gender																						
Female	12	2	17	7	58	3	25	0	0	453	12	17	58	25	0	453	6959	5	61	26	8	446
Male	8	1	13	6	75	1	13	0	0	450	7	14	71	14	0	449	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	2										2						1890	0	37	46	17	439
No	18	3	17	12	67	3	17	0	0	452	17	18	65	18	0	452	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	20	3	15	13	65	4	20	0	0	451	19	16	63	21	0	451	13787	4	59	28	9	445

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	100	0	0	0	0	454	5	0	100	0	0	454	5	1	42	36	21	440
B. less than one hour	30	2	33	3	50	1	17	0	0	452	26	40	40	20	0	452	74	4	62	27	7	445
C. one to two hours	60	1	8	8	67	3	25	0	0	450	63	8	67	25	0	450	18	5	59	29	7	446
D. more than two hours	5	0	0	1	100	0	0	0	0	460	5	0	100	0	0	460	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	58	1	9	8	73	2	18	0	0	451	56	10	70	20	0	451	30	6	63	24	7	446
B. They match some of what I have learned.	26	0	0	3	60	2	40	0	0	447	28	0	60	40	0	447	52	4	63	27	6	446
C. They match just a little of what I have learned.	16	1	33	2	67	0	0	0	0	454	17	33	67	0	0	454	12	2	46	37	15	441
D. There is no match.	0										0						5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	2	33	4	67	0	0	0	0	459	33	33	67	0	0	459	35	7	66	20	6	448
B. good	58	1	9	7	64	3	27	0	0	449	56	10	60	30	0	449	51	3	60	29	7	445
C. fair	5	0	0	0	0	1	100	0	0	440	6	0	0	100	0	440	12	1	44	40	16	440
D. poor	5	0	0	1	100	0	0	0	0	446	6	0	100	0	0	446	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	6	0	0	1	100	0	0	0	0	454	6	0	100	0	0	454	19	2	46	34	17	442
B. about the same as my regular schoolwork	89	2	13	10	63	4	25	0	0	450	88	13	60	27	0	450	62	5	64	26	5	446
C. easier than my regular schoolwork	6	1	100	0	0	0	0	0	0	464	6	100	0	0	0	464	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	11	1	50	0	0	1	50	0	0	452	11	50	0	50	0	452	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	58	2	18	7	64	2	18	0	0	453	56	20	60	20	0	453	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	32	0	0	5	83	1	17	0	0	450	33	0	83	17	0	450	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	16	2	67	1	33	0	0	0	0	462	17	67	33	0	0	462	18	7	64	22	7	447
B. 20 minutes to an hour	74	1	7	9	64	4	29	0	0	449	78	7	64	29	0	449	55	4	64	26	6	446
C. less than 20 minutes	11	0	0	2	100	0	0	0	0	453	6	0	100	0	0	454	14	2	53	33	12	443
D. I rarely read at home.	0										0						13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	17	1	33	2	67	0	0	0	0	457	12	50	50	0	0	459	23	3	50	34	13	442
B. six to ten pages	56	1	10	5	50	4	40	0	0	447	59	10	50	40	0	447	25	3	60	29	8	444
C. eleven or more pages	28	1	20	4	80	0	0	0	0	458	29	20	80	0	0	458	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	0	0	1294	9
	2006-2007	0	0	0	0	1054	8
	2007-2008	**6**	**30**	**5**	**26**	**1321**	**9**
	Cum. Total*	6	18	5	16	3669	9
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 441–460)	2005-2006	6	86	5	83	7000	50
	2006-2007	6	100	6	100	7394	53
	2007-2008	**12**	**60**	**12**	**63**	**7079**	**51**
	Cum. Total*	24	73	23	74	21473	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	1	14	1	17	3784	27
	2006-2007	0	0	0	0	3729	27
	2007-2008	**2**	**10**	**2**	**11**	**3955**	**28**
	Cum. Total*	3	9	3	10	11468	27
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	0	0	0	0	1894	14
	2006-2007	0	0	0	0	1735	12
	2007-2008	**0**	**0**	**0**	**0**	**1642**	**12**
	Cum. Total*	0	0	0	0	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	12.4	82.7	12.3	82.0	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	10.8	77.1	10.7	76.4	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	4.1	82.0	4.1	82.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	10.5	75.0	10.4	74.3	9.7	69.3

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns
- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	20	6	30	12	60	2	10	0	0	456	19	26	63	11	0	455	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	20	6	30	12	60	2	10	0	0	456	19	26	63	11	0	455	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	3										3						2372	3	31	36	30	436
No	17	6	35	10	59	1	6	0	0	457	16	31	63	6	0	457	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	20	6	30	12	60	2	10	0	0	456	19	26	63	11	0	455	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	3										3						5472	5	41	35	19	440
No	17	6	35	10	59	1	6	0	0	457	16	31	63	6	0	457	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	20	6	30	12	60	2	10	0	0	456	19	26	63	11	0	455	13992	9	51	28	12	445
Gender																						
Female	12	5	42	7	58	0	0	0	0	459	12	42	58	0	0	459	6933	9	50	29	12	445
Male	8	1	13	5	63	2	25	0	0	451	7	0	71	29	0	448	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	2										2						1890	2	34	41	23	438
No	18	6	33	10	56	2	11	0	0	456	17	29	59	12	0	456	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	20	6	30	12	60	2	10	0	0	456	19	26	63	11	0	455	13731	9	51	29	12	445

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	100	0	0	0	0	454	5	0	100	0	0	454	5	6	34	33	27	438
B. less than one hour	30	3	50	3	50	0	0	0	0	460	26	40	60	0	0	459	74	10	52	28	10	446
C. one to two hours	60	3	25	7	58	2	17	0	0	453	63	25	58	17	0	453	18	10	52	28	10	446
D. more than two hours	5	0	0	1	100	0	0	0	0	460	5	0	100	0	0	460	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	2	25	6	75	0	0	0	0	456	47	25	75	0	0	456	38	13	56	23	8	448
B. They match some of what I have learned.	50	3	33	5	56	1	11	0	0	456	53	33	56	11	0	456	48	8	52	29	10	445
C. They match just a little of what I have learned.	6	1	100	0	0	0	0	0	0	466	0						10	4	35	39	22	439
D. There is no match.	0										0						4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	16	2	67	1	33	0	0	0	0	461	17	67	33	0	0	461	35	16	55	20	8	449
B. good	58	3	27	7	64	1	9	0	0	455	56	20	70	10	0	454	48	7	52	31	11	445
C. fair	26	1	20	4	80	0	0	0	0	456	28	20	80	0	0	456	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	0	0	2	100	0	0	0	0	450	12	0	100	0	0	450	15	4	38	33	25	439
B. about the same as my regular schoolwork	83	6	40	8	53	1	7	0	0	458	82	36	57	7	0	457	64	10	54	28	9	446
C. easier than my regular schoolwork	6	0	0	1	100	0	0	0	0	448	6	0	100	0	0	448	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	32	2	33	4	67	0	0	0	0	459	33	33	67	0	0	459	23	8	47	29	16	443
B. two or three days a week	47	3	33	5	56	1	11	0	0	456	44	25	63	13	0	455	36	11	54	27	9	447
C. two or three times each month	21	1	25	3	75	0	0	0	0	453	22	25	75	0	0	453	25	10	53	27	10	446
D. never or almost never	0										0						16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	11	0	0	2	100	0	0	0	0	447	11	0	100	0	0	447	5	3	30	33	33	436
B. two or three days a week	16	0	0	3	100	0	0	0	0	454	17	0	100	0	0	454	19	8	50	30	12	445
C. two or three times each month	47	4	44	4	44	1	11	0	0	457	44	38	50	13	0	456	38	11	55	26	8	447
D. never or almost never	26	2	40	3	60	0	0	0	0	462	28	40	60	0	0	462	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	16	0	0	3	100	0	0	0	0	451	17	0	100	0	0	451	8	3	33	38	25	438
B. 30–45 minutes	21	1	25	3	75	0	0	0	0	457	22	25	75	0	0	457	27	6	48	33	13	443
C. 45–60 minutes	53	4	40	5	50	1	10	0	0	457	50	33	56	11	0	456	38	11	54	26	9	447
D. more than 60 minutes	11	1	50	1	50	0	0	0	0	462	11	50	50	0	0	462	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	0	0	751	5
	2006-2007	2	33	2	33	963	7
	2007-2008	**7**	**35**	**7**	**37**	**882**	**6**
	Cum. Total*	9	27	9	29	2596	6
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	7	100	6	100	7251	52
	2006-2007	3	50	3	50	6824	49
	2007-2008	**10**	**50**	**9**	**47**	**7130**	**51**
	Cum. Total*	20	61	18	58	21205	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	0	0	0	0	4514	32
	2006-2007	1	17	1	17	4382	32
	2007-2008	**3**	**15**	**3**	**16**	**4433**	**32**
	Cum. Total*	4	12	4	13	13329	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	0	0	0	0	1458	10
	2006-2007	0	0	0	0	1735	12
	2007-2008	**0**	**0**	**0**	**0**	**1546**	**11**
	Cum. Total*	0	0	0	0	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	**12**	**25**	9.7	80.8	9.7	80.8	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	10.7	89.2	10.6	88.3	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	8.0	66.7	7.9	65.8	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	9.1	75.8	9.1	75.8	7.6	63.3

Cluster 1: Life Sciences
- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences
- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences
- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science
- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

SCIENCE AND TECHNOLOGY RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	20	7	35	10	50	3	15	0	0	457	19	37	47	16	0	457	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	20	7	35	10	50	3	15	0	0	457	19	37	47	16	0	457	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	3										3						2370	2	32	41	25	437
No	17	7	41	7	41	3	18	0	0	457	16	44	38	19	0	458	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	20	7	35	10	50	3	15	0	0	457	19	37	47	16	0	457	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	3										3						5470	3	41	39	18	440
No	17	7	41	9	53	1	6	0	0	459	16	44	50	6	0	459	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	20	7	35	10	50	3	15	0	0	457	19	37	47	16	0	457	13986	6	51	32	11	444
Gender																						
Female	12	6	50	5	42	1	8	0	0	461	12	50	42	8	0	461	6929	6	49	33	12	443
Male	8	1	13	5	63	2	25	0	0	451	7	14	57	29	0	450	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	2										2						1888	1	32	44	23	437
No	18	7	39	9	50	2	11	0	0	458	17	41	47	12	0	458	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	20	7	35	10	50	3	15	0	0	457	19	37	47	16	0	457	13725	6	51	32	11	444

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

SCIENCE AND TECHNOLOGY RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Edgecomb School Department
School: Edgecomb Eddy School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	100	0	0	0	0	454	5	0	100	0	0	454	5	4	37	36	22	439
B. less than one hour	30	3	50	2	33	1	17	0	0	460	26	60	20	20	0	461	74	6	53	31	10	444
C. one to two hours	60	3	25	7	58	2	17	0	0	455	63	25	58	17	0	455	18	7	52	32	8	445
D. more than two hours	5	1	100	0	0	0	0	0	0	464	5	100	0	0	0	464	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	65	6	46	5	38	2	15	0	0	458	68	46	38	15	0	458	24	9	53	28	10	446
B. They match some of what I have learned.	35	1	14	5	71	1	14	0	0	454	32	17	67	17	0	453	49	6	54	31	9	445
C. They match just a little of what I have learned.	0										0						21	4	47	36	13	442
D. There is no match.	0										0						6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	30	4	67	2	33	0	0	0	0	463	32	67	33	0	0	463	25	9	53	27	10	446
B. good	70	3	21	8	57	3	21	0	0	454	68	23	54	23	0	454	54	6	55	30	9	445
C. fair	0										0						19	3	43	40	15	441
D. poor	0										0						3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	5	0	0	1	100	0	0	0	0	446	6	0	100	0	0	446	22	5	45	35	15	442
B. about the same as my regular schoolwork	84	6	38	7	44	3	19	0	0	458	83	40	40	20	0	458	62	7	53	31	9	445
C. easier than my regular schoolwork	11	1	50	1	50	0	0	0	0	461	11	50	50	0	0	461	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	100	7	35	10	50	3	15	0	0	457	100	37	47	16	0	457	24	7	48	33	12	444
B. a few times a week	0										0						53	7	54	31	9	445
C. once a week	0										0						9	6	46	33	15	442
D. a few times a month	0										0						14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	30	1	17	4	67	1	17	0	0	452	32	17	67	17	0	452	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	15	2	67	0	0	1	33	0	0	458	16	67	0	33	0	458	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	15	1	33	2	67	0	0	0	0	459	11	50	50	0	0	461	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	40	3	38	4	50	1	13	0	0	459	42	38	50	13	0	459	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number